

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M420

School Name:

HIGH SCHOOL FOR HEALTH PROFESSIONS AND HUMAN SERVICES

Principal:

ROBERT GENTILE

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The High School for Health Professions and Human Services School Number (DBN): 02M420

Grades Served: 340

School Address: High School

Phone Number: 212-780-9175 Fax: 212-979-7261

School Contact Person: Robert A. Gentile Email Address: RGentil@schools.nyc.gov

Principal: Robert A. Gentile

UFT Chapter Leader: David Dipadova

Parents' Association President: Valerie Palmer

SLT Chairperson: Kristin Erickson

Title I Parent Representative (or Parent Advisory Council Chairperson): Valerie Palmer

Student Representative(s): Sarah Wilkinson
Imane Cherif El Faris

District Information

District: 02 Superintendent: Marisol Bradbury

Superintendent's Office Address: 333 7th Avenue, Room 711, NY 10001

Superintendent's Email Address: MBradbu@schools.nyc.gov

Phone Number: 212-356-7563 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu

Director's Office Address: 333 7th Avenue, New York, NY 10001, 8th Floor

Director's Email Address: YChu@schools.nyc.gov

Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Robert A. Gentile	*Principal or Designee	
David Dipadova	*UFT Chapter Leader or Designee	
Valerie Palmer	*PA/PTA President or Designated Co-President	
Connie Sullivan	DC 37 Representative (staff), if applicable	
Valerie Palmer	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Sarah Wilkinson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Imane Cherif El Faris	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jordan Wesley	CBO Representative, if applicable/	
Kristin Erickson	Member/CSA	
Christopher Mattura	Member/UFT	
Ilma Canstantini	Member/Parent	
Angela Chavez	Member/Parent	
Luz Pena	Member/Parent	
Mary McGee	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

School Contextual Information

The vision of the Founding Principal of The High School for Health Professions and Human Services was to have the school located in Gramercy Park in lower Manhattan to expose students to rigorous science and math with an internship program exposing them to health careers and related services fields. Most of the students who come to The High School for Health Professions and Human Services know they will take more science courses than other high school students. At our school a large number of students graduate with 14 credits in science. To name a few, we offer courses in forensic science, nutrition, medical illustration, and medical science and research. We, as a nation, realize that the health industry is booming, and there is job growth in the health field. Our goal is to expose more of our students to employment opportunities in the health fields.

The High School for Health Professions and Human Services has 1645 students from grades 9 through 12. The high school's diverse population comprises 19% Black, 51% Hispanic, 7% White and 22% Asian. The student body includes 5% English language learners and 13% special education students. Boys account for 30% of students enrolled and girls account for 70%. Our school is dedicated to providing challenging academic standards in professional health career settings through our academic program which prepares students to enter the world of health care with scientific knowledge, ethics, integrity and compassion. Students are provided with a well-rounded high school experience including extracurricular opportunities, competitions, and sports program. We are committed to the College Now Program to promote on-site college courses offered through LaGuardia Community College and off-site college courses sponsored by Hunter College and Baruch College. We also offer Advanced Placement Classes in Biology, Calculus AB, Chemistry, English Literature and Composition, Government & Politics: Comparative, Physics B, Spanish Language and Culture, United States History, and World History.

Mission & Vision Statement

We are dedicated to providing a safe and nurturing learning environment at The High School for Health Professions and Human Services. We prepare our students to enter higher education and the world of health care by maintaining challenging academic standards and integrating education into professional settings so that they acquire scientific knowledge, ethics, integrity and compassion.

Our Teaching Philosophy

Students are placed in heterogeneous classes, where they collaborate and learn from each other. The interdisciplinary, thematic curriculum is hands-on, project-based, and provides students with opportunities to learn about and understand how our interdependent global community functions and interacts. The curriculum focuses on particular themes, which allow for critical thinking and understanding in depth. Extended class time enables students to actively engage in project-based learning activities and assures for more time on task.

Our curriculum is aligned with the New York State Standards and CCLS. Students will be well prepared to pass Regents Examinations required for graduating with an Advanced Regents Diploma and for continuing their education. The preparation and rigorous instructional program will prepare all students to meet and surpass graduation requirements.

Belief Statement

- We value each individual. We believe one person can make a difference.
- We value the process of learning. We believe knowledge is power and the journey is the reward.
- We believe that each member of our learning community is vital to our success. We value the diverse contributions of each member of our learning community. We believe people learn best from each other in heterogeneous, collaborative groupings.
- We value the differences and similarities of the human spirit and the people of the world. We believe that we are all linked in some way.
- We value effective communication and creative problem solving skills. We believe in the importance of understanding each other and our world.
- We value challenges. We believe that anything worth doing requires passion, persistence, commitment, calculated risk-taking and creativity.
- We value respect, responsibility, reflective thinking, accountability, flexibility, kindness, resourcefulness, generosity and integrity. We believe in moral and ethical behavior.
- We value a supportive, caring and safe environment. We believe in multiple perspectives for all of our students.
- We value our local and global communities. We believe in embracing our responsibilities as contributing members to our communities through responsible and informed decision making and through community service.
- We value a community of practice.
- We believe collectively that every child will succeed.

School Strengths, Accomplishments and Challenges

HPHS provides students an opportunity to partner with mentors at world class organizations helping students with quality research which propels them into competitive colleges and solid career tracks.

1. Our Community-Based Organization (Comprehensive Development, Inc.) provides a fully staffed Career & College Office.

- Academic and Social Support Services: CDI advisors work closely with school staff to provide students with individualized support. While in high school, students receive free academic tutoring and test preparation. The advocacy team supports students through frequent counseling sessions, engaging parents whenever possible and connecting students with medical, legal and housing resources.
- College Advisement: Most of our students are the first in their family to consider college. About 65% of graduates go directly to college, primarily to one of the City University of New York (CUNY) campuses. We offer a full range of personalized college advisement for students and their families from college selection and application to navigating scholarships and financial aid. We organize college fairs, campus visits and connect students with alumni. We continue to support graduates during the first two years of college when they are most likely to struggle.

- Career Advisement and Preparation: Developing a career, not just landing a job, is more critical than ever for the future of New York City's young people. Through one-on-one sessions, our Career Advisors help each student to discover their interests, strengths and create a practical career plan. We offer in-depth career exploration through internships, panel discussions with professionals, career fairs and visits to local companies like AOL, Credit Suisse and Chandler Chicco Agency so that students get first-hand exposure to a wide selection of professional fields. Our career workshops are focused on practical skills including job searching, resume writing and professional networking.
 - Post-Secondary Career Training / Certified Medical Assistants & Patient Service Representatives Training Program: Young adults need skills to earn enough money to sustain a family and a long-term career. CDI's newest training programs prepare recent graduates to become Certified Medical Assistants or Patient Service Representatives in the growing health field. Each year 100 entry-level young adults will receive training, assessments, skill-building and job placements. Program partners and collaborators: New York Alliance for Careers in Healthcare, Community Healthcare Association of New York State, Primary Care Development Corporation, Institute for Family Health, Maimonides Medical Center, Montefiore Medical Center, SUNY Downstate Medical Center, Urban Health Plan.
 - CDI Pharmacy Technician Program: This intensive year-long program trains students and recent alumni as Pharmacy Technicians—a field with significant job growth opportunities over the next 5-10 years. Students enroll in college-level courses and receive a nationally recognized Pharmacy Tech Certification. Program partners: New York Alliance for Careers in Healthcare, CUNY-Lehman College, CVS, Heckscher Foundation for Children.
2. This year HPHS has a record number of student acceptances at The Opportunity Network, a career development program whose goal is to motivate students to get exposure for a chance to make connections with professionals, apply to colleges, and build their resumes. Requirements for acceptance are based on students who excel with a GPA above 90 and are self-motivated students with a vision of attending competitive colleges.
3. This year The Department of Volunteer Services from The New York Eye and Ear Infirmary welcomed 34 of our students to an internship at The New York Eye and Ear Infirmary. This collaboration allows us to provide the hands-on experience our students need in the health field. The internship also plays an important role in our goal to have as many students pass the Certified Clinical Medical Assistant (CCMA) examination.
4. In the spring of 2014, representatives from The Center for Excellence in Youth Education, housed in the Center for Multicultural and Community Affairs, at the Icahn School of Medicine at Mount Saint came to speak with our students regarding summer internship programs. Several of our students applied to the program. Our students were impressed with the program because they were given the opportunity to shadow nurses and doctors on a daily basis. This program prepared and equipped our students with necessary skills needed in a hospital setting. These students were so inspired by this program that they are now planning to enroll in a health care related program in college. Other students were given the opportunity to work on research projects. Each student has completed the program with enthusiasm to learn more and continue in subsequent programs. In the summer of 2014 at least 25 of our students were accepted to the MEdDOCs program which focused on cardiology during the fall term and respiratory in the spring. The students participating in this program then returned to school and became mentors to their peers. The depth of knowledge they acquired from the program enabled them to assist other students to complete dissections as well as spearhead discussions which inspired other students to apply to the program. We are grateful for the opportunity to work with Mt. Sinai. Our students look forward to continuing to attend programs at Mt. Sinai. This program has helped support our curriculum as well as inspired many students to peruse a career in health care. Programs offered at Mt. Sinai encourage, motivate and provide students with invaluable experience. These experiences help shape their future. This experience also helps students to see what they are capable of achieving and thus builds confidence.

At HPHS students have the opportunity to choose the three-year Science Research, two-year Medical track, or to follow an academic college preparatory course.

Our well-rounded high school experience includes extracurricular activities: Student Government, Honor Society, Ballroom Dancing, Peer Tutoring, School Newspaper, Liberty Pace Partnership Program, Yearbook Committee, Environment Club, Cheerleading, and STEP Team.

We provide a strong athletic program for our student athletes which includes baseball, softball, flag football, basketball, handball, soccer, volleyball, indoor and outdoor track, and cross country.

In summary, at The High School for Health Professions & Human Services we are proud of the following accomplishments:

- Graduation Rate of 90%
- Attendance Rate of 92%
- High Academic Standards
- Safe, Supportive Environment
- Internship Program at Major Medical Centers
- Dedicated Staff
- Academic Enrichment
- College Connections
- Tutorial Assistance
- Strong Parental Involvement
- Increasing Student Achievement
- Comprehensive High School with Small School Atmosphere
- Alliance with Community-Based Organizations

Special Student Populations and Specific Needs

The Special Education population at Health Professions has grown over the years. We currently have approximately 160 ICT students and approximately 50 SETSS students. We also have a few related service only students. Most of our ninth and tenth grade ICT students receive ICT classes in the four major disciplines. Our SETSS students typically receive this service once a day, for five days a week. We have a full time Speech Therapist working with our students, as well. Currently, our guidance counselors conduct the mandated counseling sessions for those students who need it.

In September twenty-one (21) incoming 9th grade students are classified as self-contained students, and we will continue to discuss possible supports for the students.

HPHS Instructional Focus 2015-2016: Continue the work we started during the 2013-2014 school year: The Common Core Learning Standards (CCLS) have been fully adopted by NY State & NY City in order to promote greater college and career readiness among students. As part of the adoption of these standards, HPHS is committed to implementing and further realizing the shifts necessary to align curricula, student learning/skills, and pedagogy to prepare our students to be college and career ready. Likewise as the 2015-2016 Framework for Great Schools ask schools to ground their work and goals around improving classroom practice within an instructional focus, we endeavor across all subject areas to improve rigor, quality, and richness of students' command of evidence from varied sources in written and spoken communication. **If teachers create opportunities for students to use evidence from varied sources by modeling critical thinking in reading, writing, and speaking, then we will improve the rigor, quality and richness of students' command of language in written and spoken communication. This will ultimately promote greater college and career readiness amongst students at HPHS.**

Areas of Growth

- Students engage in higher order thinking
- Academic rigor is evident in classrooms
- Bulletin boards in classrooms have timely student work with appropriate Rubrics
- Use of technology in classrooms is strong
- Excellent tone inside and outside of the classrooms
- Very high attendance
- Strong partnership with our in-house CBO – Comprehensive Development, Inc.
- Guidance counselors know their students and work closely with teachers to assist students
- High expectations for all students including our ICT classes
- Scaffolded materials with multiple entry points for students
- Effective use of resources by teachers and administrators

Key Areas of Focus

- Move to higher levels of questioning on the DOK chart
- Less teacher-centered teaching
- Engage students in more rigorous writing
- Incorporate more strategies for checking understanding during a lesson

02M420 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1664	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	56
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	10	# Drama	1
# Foreign Language	35	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.0%	% Attendance Rate			91.0%
% Free Lunch	62.3%	% Reduced Lunch			2.2%
% Limited English Proficient	5.2%	% Students with Disabilities			13.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			22.1%
% Hispanic or Latino	49.4%	% Asian or Native Hawaiian/Pacific Islander			21.9%
% White	6.0%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)			7
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			7
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	82.7%	Mathematics Performance at levels 3 & 4			66.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	91.5%	% of 2nd year students who earned 10+ credits			84.0%
% of 3rd year students who earned 10+ credits	80.4%	4 Year Graduation Rate			90.3%
6 Year Graduation Rate	91.4%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Although the school is “Proficient” in this area (Quality Review Indicator 1.1 Curriculum), it was recommended as an “area of improvement” in the 2013-2014 Summative Feedback Report. HPHS is committed to implementing and further realizing the shifts necessary to align curricula, student learning/skills, and pedagogy to prepare our students to be college and career ready. Likewise as the NYC Instructional Expectations ask schools to ground their work and goals around improving classroom practice within an instructional focus, we endeavor across all subject areas to improve rigor, quality, and richness of students’ command of evidence from varied sources in written and spoken communication.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific:

The High School for Health Professions and Human Services will continue to be committed to implementing and monitoring the school’s curricula, further realizing the shifts necessary to align curricula, student learning and skills, and pedagogy to prepare our students to be college and career ready. The new curricula developed by the Curriculum Team in 2014-2015 in content-area subjects will be fully implemented in 2015-2016 and closely monitored for success.

This shift will involve an emphasis on embedding rigorous learning objectives, higher levels of student engagement and assessments to check for student understanding during a lesson.

Measurable:

The new curricula will be fully implemented in the 2015-2016 school year. The Assistant Principals Supervision will provide feedback on the new curricula using the Advance observation process.

Achievable:

Teachers will implement use of the new curricula and continue to use Department Meetings and Staff Development Meetings as a forum for support and resources. There will be classroom visitations by Assistant Principals Supervision to assess use of the new curricula.

Relevant:

New curriculum is aligned to CCLS, reflects the Chancellor’s instructional shifts, and should be evident in unit plans and lesson plans. Continued use of technology to enhance the curricula will be encouraged in all subject-area classrooms.

Time-bound:

CCLS-aligned curricula completed by June 2015 will be implemented in the 2015-2016 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Implementation of curricula and rigorous instruction will be monitored by each Assistant Principal – Supervision and the Principal using the Danielson Framework for Teacher Effectiveness. CCLS-aligned curriculum developed by content-area teachers will be guided by Assistant Principals – Supervision and Professional Development Consultant from Shane Purse Associates. Teachers will be consulted by their Assistant Principals periodically during Department Meetings for input on the implementation of the new curricula. Teachers will also share their progress toward the new curricula as they interact with other teachers at Common Planning Time Meetings and Inquiry Team Meetings	Teachers	Sept to June 2016	Assistant Principals Supervision Principal Consultant
Multiple-entry points were embedded in the curriculum to address the needs of students with disabilities and English language learners. Multiple-entry points should be evident in lesson plans, research-based tasks, and during classroom instruction. Each Assistant Principal – Supervision and the Principal will observe implementation of this during formal and informal observations.	Teachers	Sept to June 2016	Assistant Principals Supervision Principal
Promote and encourage teacher use of Lexile Measures to differentiate instruction in the classrooms and use Lexile measurements to assign reading materials. Utilize data from Gates MacGinitie Reading Tests (GMRT) to continue to train teachers to	Teachers	Sept to June 2016	Assistant Principals Supervision

make use of Lexile data when selecting texts and matching students to books for instructional purposes.			
Prepare Progress Reports to be mailed to parents on a regular basis. Maintain on-going communication with parents using Pupil Path, the School Messenger, and the school's website at http://www.hphsnyc.org	Parents	Sept to June 2016	Parent Coordinator Assistant Principal Organization

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Shane Purse Associates, Education Consultant, will offer in-house support for teachers in all departments. Assistant Principals – Supervision will collaboratively plan support and resources with Shane Purse Associates for teachers. Purchase GMRT exams to administer in 2015-2016 and continue to check for student growth.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. September 2015 – June 2016: Assistant Principals - Supervision and Consultant will meet monthly to review and monitor the implementation of the new curricula 2. September 2015 – June 2016: Assistant Principal and Consultant Workshops on Curriculum 3. September 2015 – June 2016: Department Meetings on Curriculum 4. September 2015 – June 2016: Common Planning Time and Inquiry Team Meetings on Curriculum 5. September 2015: Administer assessment to measure students’ Lexile levels.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Supported Environment: Safe, Supported, and Challenged

The school continues to maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students. The 2013-2014 Quality Reviewer rated the school “well developed” in this area. For example:

- We have an open-door policy welcoming parents and students to reach out to administration or teachers as often as needed.
- Teachers and guidance counselors continue to support the tutoring incentive called "5 for 5" (students who attend at least five tutoring sessions in a marking period become eligible for extra credit).
- Student members express their opinion through the School Leadership Team and at monthly Student Council Meetings with the Principal.
- Grade-Level Teacher Teams continue to meet twice a month with guidance counselors to collaborate in dealing with academic and behavioral concerns.
- The Pupil Personnel Team (PPT) meets every last Monday of each month to discuss student needs.
- Guidance Counselors meet with the Principal every Wednesday to address student concerns and goals.
- Pupil Path, the school’s on-line system that stores grades, attendance, and information which can be easily accessed by parents and students to monitor progress, serves as an important means of communication.
- Services to encourage student social and emotional well-being continue, i.e., transfer high school fairs, Young Women's and Men's Leadership groups to discuss personal matters that put them at-risk for failure, and a Fair Shake for Youth that gives students time with therapeutic dogs to improve self-esteem and social skills.
- The school continues to provide enriching after-school activities such as internship opportunities, extra-curricular activities, involvement in athletic teams, and clubs suggested by students.
- There are more clubs than ever before. We started a running club that hopefully will morph into a PSAL Boys’ Track Team.

- The Cheerleading team is up and running again after a two-year hiatus. This has increased the amount of students supporting the athletic teams.
- The Men's Group had a day trip upstate in November, and we are also in the process of starting international trips in 2015-2016.
- Guidance Counselors have been meeting with students on an individual basis and through class articulation to program and encourage students to take more rigorous classes. Guidance Counselors have encouraged students to obtain an advanced regents diploma, regents diploma with honors and advanced regents diploma with honors. In addition, the Testing Coordinator has also identified students on track to receive an advanced diploma and has encouraged them to seek an advanced diploma.
- So far this year, there has been a significant drop in teacher referrals to the Dean's Office. The number of student removals from class has been at its lowest in five years. During the fall term, the AP of Student Life worked with new teachers on classroom management strategies.
- There is constant communication between School Safety and the AP of Student Life. The School Safety staff is visible and attentive. The AP of Student Life meets every morning with School Safety to discuss previous issues as well as new agenda items for the day.
- In 2014-2015, we started a "Best Buddies" type program with PS 226. With the help from one of our guidance counselors, we have a group of Health Professions students (both current and past) working with the students from PS 226. They are working hands on with the teachers and students in the classrooms. There has been positive feedback from PS 226 staff regarding our students.
- The Men's and Women's Groups have been actively recruiting new Freshmen and Sophomores to be mentored by the current members of the groups and the CDI staff.

Although the High School for Health Professions & Human Services has a well-established disciplinary policy and protocols which ensures a safe and supportive environment for students and teachers, the building hosts other schools. Therefore, the Building Council is in discussion regarding a campus policy guide with shared expectations, rules and consequences for students.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific: Create building-wide consistent and uniform expectations of behavior, consequences, and accountability so that students and teachers in all three schools are aware of shared expectations, rules and consequences.

Measurable: Establish publication of uniform policy/protocol for expectations of behavior for all schools in the building. Monitor data such as teacher referrals to the Dean's Office and School Safety reports.

Achievable: Use School Occurrence Reports to monitor effectiveness of the framework of expectations, as evidenced by student conduct.

Relevant: School administrators and deans have already agreed upon this goal and are starting to create a timetable.

Time-Bound: The school will establish the Building-wide Behavior Policy for all schools during Building Council Meetings and monitor progress during School Safety Meetings during the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School Principals agree on the need for a building-wide behavior policy.</p>	<p>Students</p>	<p>June 2015</p>	<p>Campus Principals</p>
<p>Create a draft of policies and procedures document.</p>	<p>Students</p>	<p>July to August 2015</p>	<p>Campus Principals Assistant Principal of Organization</p>
<p>Implement a Building-Wide Policy.</p>	<p>Students</p>	<p>Sept to June 2016</p>	<p>Campus Principals Assistant Principal of Student Life</p>
<p>The school community will be informed of the Building-Wide Policy in the following ways:</p> <p>Teachers: During monthly Faculty Conferences.</p> <p>Parents: Will be invited to monthly Safety Meetings along with Parent Coordinator. The policy will also be shared during monthly Parents Association meetings.</p> <p>Students: During physical education classes when the Discipline Code is distributed to all students in the Fall 2015 term.</p>	<p>Teachers</p> <p>Parents</p> <p>Students</p>	<p>Monthly</p> <p>Monthly</p> <p>Fall 2015</p>	<p>Principal</p> <p>Assistant Principal of Pupil Personnel Services</p> <p>Assistant Principal of Student Life</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
OTPS											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monthly - Ongoing: During Building Council Meetings and Safety Meetings schools will share progress and recommendations. Analysis of Occurrence Reports will be used to monitor progress.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Marking Period Grades – Fall & Spring Regents Examination Scores June 2015 and August 2015	Ramp-Up Classes Regents Prep Pace Liberty Partnership Writer’s Workshop Teacher Tutoring	Small Group Small Group One-to-One Tutoring 11 th Grade Students Small Group	During School Day Saturdays After school During School Day After school
Mathematics	Marking Period Grades – Fall & Spring Regents Examination Scores June 2015 and August 2015	Pace Liberty Partnership Teacher Tutoring Regents Prep Double Period Class	One-to-One Tutoring Small Group Small Group Levels 1 & 2 Students	After school After school Saturdays During School Day
Science	Marking Period Grades – Fall & Spring Regents Examination Scores June 2015 and August 2015	Teacher Tutoring Pace Liberty Partnership Makeup of Labs Regents Prep	Small Group One-to-One Tutoring Small Group Small Group	During School Day After school After school Saturdays
Social Studies	Marking Period Grades – Fall & Spring Regents Examination Scores June 2015 and August 2015	Teacher Tutoring Teacher Tutoring Regents Prep Pace Liberty Partnership	Small Group Small Group Small Group One-to-One Tutoring	After school Saturdays Saturdays After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Marking Period Grades – Fall & Spring	Guidance Counselors School Psychologist Social Worker	Individual Counseling; Referrals to Outside Agencies; Parent Telephone Conferences;	During School Day After school As needed

	<p>Regents Examination Scores June 2015 and August 2015</p>		<p>Referrals to Alternative Placement; Referrals to Social Worker and School Psychologist; One-to-One and Group Counseling; Referrals to outside agencies for individual and family counseling; Letters sent home for failing two or more classes, promotion in doubt, and graduation in doubt; Mandated counseling provided by Social Worker and Guidance Counselor in group or one-to-one per student's IEP</p>	
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Continue to utilize the Open Market system to develop a pool of HQT candidates to fill vacancies. • Support untenured teachers with mentors and additional support from the respective Assistant Principals of Supervision. • Offer differentiated opportunities for professional growth such as Advanced Placement seminars, CTE workshops, Common Core workshops, Smartboard training, eBooks workshop, Museum seminars, etc. • Provide leadership opportunities for HQT such as: joining the Common Core Inquiry Team; presenting best practices to staff at department or staff meetings; leading a teacher team; creating formative assessments for a subject area aligned to CCLS; providing peer support with the CCLS for other teachers; becoming a point person for Regents Item Analysis Reports, Skedula and ACUITY . • Form partnerships with traditional teacher education institutions and alternative licensure programs.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our school has made a concerted effort to support our teachers in acquiring the credits and exams necessary to be highly qualified. All teachers receive high quality professional development provided by NYCDOE and consultants from AUSSIE, SUCCESSFUL LEARNING GROUP AND SHANE PURSE ASSOCIATES. Through our intricate hiring process, our community has ensured that teachers' beliefs are aligned with the vision, mission and culture of our school. New teachers are supported by collegial mentoring programs. Funding for self-identified Professional Development has been allocated to support pedagogical growth.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

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3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers worked in departments with Assistant Principals Supervision during their inquiry sessions to create assessments and student rubrics aligned to the CCLS to improve instruction. Principal and APs Supervision provided PD on how to look at student work to improve instruction. Teachers were provided with a copy of Looking at Student Work 2nd edition, to create protocols for improving instruction. Teachers gave feedback to the UFT Chapter Committee who collaborated with the Principal on an SBO schedule for the school ensuring that there was time during the school day for teachers to work together to look at student work and improve instruction.

During the 2015-2016 school year we will continue to look at student work through our Inquiry Teams and adjust instruction based upon student outcomes.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State,

and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	824,503.00	X	See Action Plan
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,324,771.00	X	See Action Plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

The High School for Health Professions and Human Services agrees to implement the following statutory requirements:

a. The school will put into operation program, activities and procedures for the involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

b. The school will ensure that the required school-level parental involvement policy meets the requirements of Section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

c. The school will incorporate this parental involvement policy into its school improvement plan.

d. In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

e. The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.

f. The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents plan an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118 of the ESEA;
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

To increase and improve parent involvement and school quality:

a) The High School for Health Professions and Human Services will take the following actions to involve parents in the joint development of its school parental involvement plan under Section 1112 of the ESEA:

- Parents will participate as members of our School Leadership Team.

b) The High School for Health Professions and Human Services will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- 1% of Title 1 funds will be used to plan for and present workshops on myriad topics: college application process, graduation requirements, the State and City Content and Performance Standards, gang awareness, SAT awareness, literacy training, CPR, computer technology, ARIS training, Pupil Path Training

- Conduct annual school-wide conference on Title 1

- Host monthly PTA meetings, provide refreshments for parents, provide translation services for parents, provide MetroCards for parents

- Parent year-end celebration

c) The High School for Health Professions and Human Services will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by disseminating information via phone calls, emails, correspondence in a bi-lingual format, and Parent Association newsletter, as well as through Pupil Path progress reports.

Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses in parental involvement activities;
- Providing other reasonable support for parental involvement activities under Section 1118 as parents may request;
- Working with our CBO, CDI, to provide ELL classes for the parents/guardians and family members of our students

IV. Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PTA.

School-Parent Compact (SPC)

[School Responsibilities]

The High School for Health Professions and Human Services will:

- o Post the State standards for academic subjects
- o Post the academic and discipline standards of The High School for Health Professions and Human Services
- o Post and advertise the requirements of Title I
- o Post and advertise the School Parental Involvement Policy
- o Enable parents to monitor academic progress through Pupil Path
- o Establish and maintain a tutoring program in English and Mathematics
- o Encourage parental involvement in school activities
- o Refer students to counseling resources
- o Have an annual meeting concerning Title I resources and activities
- o Educate teachers, administrators, and school staff about the Title I program
- o Ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format
- o Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade level curriculum and assessment expectations, literacy, accessing community and support services, and technology training to build parents' capacity to help their children at home
- o Be flexible with meeting times to meet the needs of the parents
- o Hire a Community Assistant to help develop a stronger relationship with our parents and the Stuyvesant (Gramercy Park) community
- o Translate all school documents and provide interpretation during meetings and events

Parent /Guardian Responsibilities

- o Set guidelines and clear expectations of good behavior and academic performance
- o Ensure that their children have a quiet place and time to read, study, and complete homework
- o Discuss daily work assignments, progress reports, and grade reports with their children
- o Ensure that their children attend school on time every day
- o Promptly report any absences or tardiness
- o Communicate with the school through written and electronic messages, telephone, or conferences
- o Ensure that their children have the materials necessary to complete class work and home learning

- o Take an active part in school activities, such as Parent-Teacher Conferences, Street Fair, School Trips and Title I Committee meetings
- o Keep their children healthy by ensuring that they get enough sleep, appropriate nutrition and medical care
- o Help their children to develop a good self-image by providing care, discipline, support, interest and concern
- o Provide the school with current and accurate home, work and emergency contact information
- o Foster in their children a positive attitude toward school and learning
- o Encourage my child to follow rules and regulations and discuss this Compact with my child
- o Volunteer in my child's school or assist from my home as time permits
- o Participate, as appropriate, in the decisions relating to my child's education
- o Communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district
- o Respond to surveys, feedback forms and notices when requested
- o Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact

Student Responsibilities

- o Attend school every day and arrive on time to all classes
- o Follow all school and classroom rules
- o Put their best effort forward at all times
- o Complete all homework and class work on time
- o Ask for assistance when it is needed
- o Use the tutoring program to increase academic achievement
- o Make informed decisions, set goals, and take action to meet requirements for graduation
- o Show respect for myself, other people and property
- o Try to resolve disagreements or conflicts peacefully
- o Always try my best to learn

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>High School for Health Profess</u>	DBN: <u>02M420</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>76</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ We will run a supplemental reading and writing skills program for all current grade ten ELLS who will take the CCLS aligned ELA Regents Examination in June 2015. There are thirteen ELLS who will take the examination in June 2015, seven months earlier than their cohort will take the exam in January 2016.

Historically, our ELLS have struggled to pass the ELA Regents Examination and have required more than one sitting in order to pass. We are testing this group early to give them an extra opportunity to pass the test. If these students should fail this test in June, they will nonetheless have gained familiarity with the exam and the information we glean about them from this attempt will be used in planning further instruction for these students.

A further rationale for offering this group a supplemental program is the fact that the CCLS represents a far more difficult test than the test it replaces and all have struggled to attain reading and writing proficiency on the NYSESLAT; 11 of the 13 scored as level 1 on the 8th grade ELA and the remainder scored at level 2; 9 of these students are among the lowest third for the school; six are among the lowest third for the city. Clearly they will benefit from supplemental instruction in the reading and writing skills needed to pass the new examination.

The program will run after school from November 2015 to May 2015 on Wednesdays. Two teachers will conduct the program: our certified ESL teacher and 1 content-area ELA teacher. Teachers will co-teach and use small group, whole group and individualized instruction.

They will meet with students for 3 hours every Wednesday after the school day (and 1 hour on a Monday the day before the exam) as follows:

Nov 19, 26

Dec 3, 10, 17

Jan 7, 14, 21

Feb 4, 11, 25

March 4, 11, 18, 25

April 1, 15, 22, 29

May 6, 13, 20, 27

June 1

This will take 140 hours of teacher per session at \$51.51 per hour or \$6720 (60% of grant)

We will spend slightly less than 20% of our OTPS funds to purchase iPads for use by students in the program. These are needed because much of the preparatory materials for the exam are online. Specifically we will purchase 5 iPads at \$383 each for a total of 1,915.00.

The remainder of OTPS (325.00) will pay for notebooks, markers and chart paper for students to use during the program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

Part C: Professional Development

- name of provider

Begin description here: Because our school currently only has a free-standing ESL program, all of our ELLs take mainstream classes for all other subjects. Therefore, all of our teachers have ELLS in their classes and can benefit from supplemental professional development in the instruction of ELLS. All teachers will receive supplemental training infused into our current PD schedule on Chancellor's Conference Days.

- February 2 Topic: Making the Common Core accesible to ELLS

Presenter: Literacy Consultant Shane Purse

Audience: content area teachers

- June 4 Topic: Building Literacy for the Common Core: Best Practices for ELLS

Provider: Literacy Consultant Shane Purse

Audience: ESL, English and Special Education Teachers

- Ongoing Support September 2014-June 2014: Mr. Purse meets with individual teachers of ELLS and conducts classroom visits to model best practices for teaching ELLS throughout the school year. He is at school every Friday. This is paid for with other funds. In the spring he will specifically work with teachers of ELLS in the content area to reinforce ideas presented in the February 2 PD. This work will take place on Every Friday with groups of teachers February 2015 through June 2015.

- Provider will be Literacy consultant Shane Purse of Shane Purse Associates. Fee=\$1120.00 (10%)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Our ELL parents are already included in all parent activities at the school. However, to address the unique needs of ELL parents, we will hold additional meetings for all ELL parents once a month for one hour and a half after our regularly scheduled PTA meetings. Our ESL teacher, will conduct the meetings. Discussion with parents will center around topics from the text Common Core State Standards K-12 Parent Guide. We will distribute to all Ell parents a copy of this booklet in English as well as in their home language, when available. We will purchase 85 copies in English, 55 in Spanish, 5 in French, 5 in Kreyol, 5 in Urdu, 14 in Bengali, 5 in Chinese, 5 in Russian and 5 in Arabic. The cost is 184 booklets @ \$2.95 each =\$542.80

- Timetable (All Wednesdays, 6:30 p.m.)

November 19

Part D: Parental Engagement Activities

December 17

January 21

February 25

March 18

April 22

May 20

June 17

-
Topics will be partially drawn from the aforementioned text and include Overview of the Common Core, Common Core Assessments, Helping your Child Prepare for the Common Core, Understanding Your Child's Report Card, and College and Career Readiness. Teacher per session hours will be 8 1.5 hour sessions for a total of 12 x \$48.00 per hour = \$576.00

-
Translation Services will be available

-
Parent Notification

Parents will be notified in a variety of ways: backpacked letter home, e-mails sent via Skedula, automated phone calls and notices on the school website.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 420
School Name High School for Health Professions		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Robert Gentile	Assistant Principal Mary Jo Stenson
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Barbara Brasel	School Counselor Jennifer Rabinowitz
Teacher/Subject Area Charles Vaillant, Social Stud	Parent type here
Teacher/Subject Area type here	Parent Coordinator Elizabeth Chow
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1773	Total number of ELLs	102	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	44
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	49

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	28	2	2	25	6	8	49	1	34		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										37	20	7	2	0
Chinese										6	0	1	0	0
Russian														0
Bengali										4	3	2	1	0
Urdu										0	2	0	0	0
Arabic										3	1	1	0	0
Haitian										2	0	0	0	0
French										2	0	0	0	0
Korean										1	0	0	0	0
Punjabi														0
Polish														0
Albanian														0
Other										2	4	1	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2	2	0	0	0
Emerging (Low Intermediate)										7	1	2	1	0
Transitioning (High Intermediate)										14	8	4	0	0
Expanding (Advanced)										33	10	5	0	0
Commanding (Proficient)										11	8	1	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										15	15	14	3	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	15		5	
Integrated Algebra/CC Algebra	33		26	
Geometry/CC Algebra	8		7	
Algebra 2/Trigonometry Math _____	2		1	
Chemistry	3		3	
Earth Science	2		0	
Living Environment	44		18	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	22		10	
Geography				
US History and Government	5		1	
LOTE		3		3
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At our HS we assess students using data available in ATS including 8th grade scores, previous NYSESLAT scores, periodic assessments and teacher made assessments. We use this data, particularly grade 8 scores and current NYSESLAT or NYSITELL score to make decisions about student programming, guidance and AIS. Teachers and departments use this data in making curricular decisions including aligning all curricula with CCLS. Data generally shows that our ELLs progress in listening and speaking faster than they do in reading and writing. All teachers use the available data to inform instruction of every student including ELLs.

 We also administer the GMRT to every student including all ELLS. All teachers use this data to match students to instructional materials utilizing the Lexile system.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We have just administered the GMRT to all students enrolled. This will be updated to reflect the data for all ELLs. ELLs have also been tested this month using the DOE Performance Assessment for ELLS. As soon as data is available and analyzed this document will be updated. Fewer older students are enrolled in ESL. The majority test proficient by grade 11. Grades 9 and 10 have the largest number of ELLs. The majority of our ELL population is advanced--even in grades 9 and 10. We have not had to administer the NYSITELL yet this year. The NYSESLAT scores for the past May administration continued to chart a long established pattern for ELLs: many have strong listening and speaking skills but lag in reading and writing competencies. This is especially true for our long-term ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The principal's cabinet works together to review and interpret AMAOS to make schoolwide policy plans. This includes the instruction and guidance of ELLS. AMAO data is presently unavailable. It will be updated in this space when it is available.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. Last year students across grade levels performed better on math Regents exams than English, social studies and science. This is likely due to the larger amount of reading and writing on the latter exams. To perform well on math students need less English; the language of math is universal.
 - b. We have given ELL periodic assessments and the ENL teacher, Ms. Brasel, used the data to plan instruction in ENL and to prepare students for the NYSESLAT and Regents Exams. We use GMRT data and this year we will again give ELL PAs
 - c. The periodic assessment data seems to correlate with NYSESLAT and Regents data; students who have proficient or near proficient listening and speaking skills lag in reading and writing skills.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Not applicable
6. How do you make sure that a student's new language development is considered in instructional decisions?

Planning for the second language development of ELLs is discussed in individual monthly department meetings, during Inquiry meetings, at weekly guidance meetings and at twice monthly cabinet meetings. As an institution we use Skedula to communicate data on students' educational and cultural background. All teachers and administrators have access to this data. In addition the AP for ENL and the Test Coordinator provide all test scores that shed light on all ELLs ENL development. This data is shared at meetings, during PD sessions and via e-mail and mailboxes. Inquiry leaders are also trained to use this data to guide school-wide inquiry as it applies to ELLs. All teachers have access to the ENL teacher.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our ELL program based on how well ELLs perform. We look at ELL graduation rates, credit accumulation, Regents performance and NYSESLAT performance. We pay attention specifically to the number of students achieving proficiency on the yearly NYSESLAT. We use data from the Progress Report, School Quality Review and State Report Card to analyze all ELL measures. We use the teacher observation and evaluation process to monitor how ELLs are taught. The principal and APs conduct both formal and informal observations of both the ENL classroom and content area classes with ELLs to monitor for differentiation and best practices. Currently we conduct frequent cycles of informal observation using Danielson's teaching frameworks as an informal lens to view instruction and learning. Teachers are given both formal and informal feedback. Data is looked at by the principal and his full cabinet.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The initial identification of possible ELLs is done by a pedagogue. There is a procedure in place by which the AP Guidance, Philip Liebovitz and/or the AP English and ENL, Mary Jo Stenson, conduct the initial screening of brand new admits including the informal interview, HLIS and formal initial assessment. The HLIS is given in English as well as the parents' preferred language. If a student is re-entering the DOE after an absence of 24 or more months a new HLIS is also given, if the student a) is from out of state or b) an in state district fails to forward the data needed within the first five days after enrollment. This is done within the first ten days of enrollment. Students and parents are interviewed in English and the native language, utilizing qualified pedagogues. Most of our students are list noticed to us, but when an intake is needed, translation services are provided by licensed pedagogues, including Maribel Aguilar and Estela Morel in Spanish. Other licensed pedagogues on staff speak French, Chinese, Bengali, Urdu, Arabic, German, Italian, Russian, Slovakian, Tagalog, Turkish, Greek and Polish. They are available as translators as necessary. We will also use our translation budget to obtain services for those languages spoken by none of our pedagogues, but which may be needed. A pedagogue, usually Mary Jo Stenson reviews the interview and HLIS and determines if the NYSITELL is to be given. The testing coordinator Steven Evans and/or Mary Jo Stenson administer the NYSITELL within 10 days from the first date of enrollment. The student is placed based on the score. Spanish teacher Jessica Chase administers the LAB-R in Spanish. LENS will also be administered as needed. A procedure is in place to administer the NYSESLAT to all eligible students every spring.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
This is the first year we have had SIFE. They were identified on the RELC. We have had no new admits to the system thus far. We will use the SIFE questionnaire as needed to identify SIFE. During initial enrollment if evidence from the HLIS and interview suggests that a student may be SIFE, the DOE SIFE questionnaire will be administered as will LENS. Further, a second interview may be conducted; available transcripts and student work will be evaluated by a pedagogue.
The SIFE questionnaire may be found here: https://intranet.nycboe.net/NR/rdonlyres/01DBEC98-AA39-40CB-B3B8-CD2D1CC0B75F/0/SIFEQUESTIONNAIRE_Aug2007_Eng.pdf
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
The LPT determines if a newly enrolled student with an IEP must take the NYSITELL. The LPT consists of APs Mary Jo Stenson (ENL) and Kristin Erickson (Special Education), Guidance Counselor Jennifer Rabinowitz, Speech Pathologist Catherine Cunningham, ENL teacher Barbara Brasel, and the student's parent. A qualified interpreter is present. These procedures are used for new entries and reentries after two years. The LPT considers all evidence of a student's language development as per the EPRG. If the LPT determines the student may have English language acquisition needs, the student takes the NYSITELL. If the LPT determines otherwise, their decision is sent to the principal. If the principal rejects the recommendation, the NYSITELL is administered. If the principal concurs, the decision is sent to the superintendent. Should the superintendent reject the recommendation, the NYSITELL is given and the parents are notified in their preferred language within 3 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After the test is scanned by test coordinator Stephen Evans, AP Stenson sends entitlement or non-entitlement letters as needed. Correspondence is carried out in parents' preferred language. AP Stenson files copies of all letters in the ENL office. AP Guidance Liebovitz files copies of all letters in students' cumulative files.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Along with the entitlement and non-entitlement letters AP Stenson distributes letters in English and the parents' preferred language advising a parent of his or her right to appeal ELL status within 45 days of the determination. Students who are 18 or older also get this information. AP Stenson files copies of all letters in the ENL office. AP Guidance Liebovitz files copies of all letters in students' cumulative files.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
AP for ENL and other appropriate pedagogues conduct a parent orientation for newly identified ELLs. The three instructional models are explained and a written description of them is given. We play the parent orientation video. During the orientation we provide information on standards, curriculum and assessments. We utilize translation services to deliver all information in the parents' preferred language. After parents are informed about all three models, we provide the Parent Survey and Program selection form in the parents' preferred language. The parent returns the completed and signed documents within 5 days. This is monitored by the AP ENL and the AP Guidance. We maintain documentation in the Guidance and ENL offices including records of attempts to collect the documents from the parents. The default program if a parent does not return the survey is bilingual. However, we do not offer that. We provide a list of bilingual programs to the parent in that case and place the student in ENL.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
AP ENL Stenson and APG Liebovitz along with the PPS secretary communicate with parents via telephone, e-mail or letter to insure that Parent Surveys and Selection Forms are returned within 5 days. As explained above, these documents are given and explained to parents at the mandatory orientation. The PPS secretary, Ana Lallave, enters parent choice in the designated screen in ATS under the supervision of AP Liebovitz and AP Stenson. These personnel file the completed forms in the student's cumulative file as well as in the ENL office. A copy is provided to the parent upon request. AP Stenson and AP Liebovitz monitor program selections and are charged with conducting outreach to parents who may have chosen TBE or DL should we ever open either program. All interactions and correspondence take place in the parents' preferred language as needed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
PPS secretary Ana LaLlave monitors the collection of the Parent Surveys and Program selection forms and reports the results to AP Liebovitz and AP Stenson. AP Stenson and Liebovitz immediately act upon the information presented in the returned forms. AP Stenson and Ms. Lallave contact parents who have not returned their surveys within 5 days utilizing phone calls, e-mail or letter. All communication and correspondence is in the parents' preferred language.

9. Describe how your school ensures that placement parent notification letters are distributed.
AP Stenson distributes placement notification letters through the ENL teacher Barbara Brasel and Students' Guidance counselors. All correspondence is in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
PPS secretary Ana Lallave under the direction of APG Liebovitz maintains all copies in students' cumulative guidance files in room 206. ENL AP Stenson also maintains copies in the ENL department. Original copies are maintained in the cumulative file. Guidance counselors, ENL teachers and administrators have access to these documents as needed.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A procedure is in place to administer the NYSESLAT to all eligible students every spring. Ms. Stenson and the testing coordinator work with the LAP team and other relevant personnel to identify students, schedule them for testing and carry out all testing functions. Specifically, Ms. Stenson, Testing Coordinator Steven Evans and APO Loizos Karaiskos establish a test schedule to insure that every eligible student is given multiple opportunities to take all four parts of the test. Testing sessions and make-up sessions are built into the school calendar and daily schedule. Mary Jo Stenson, Steven Evans and Loizos Karaiskos work with data specialist Clifford Gomez to access ATS Reports including, but not limited to, the RLER, RLAB, RLAT, RMNR and REXH. All eligible students are given a formal appointment letter for the test. Students who fail to report to testing are flagged at the door upon arrival: when they swipe their ID cards in the morning, an alarm is sounded and those students are immediately scheduled for a make-up. Homes of LTAs are called to attempt to bring students in for testing. We also send notices to parents and students via PupilPath.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
ENL AP Stenson distributes continued entitlement and transitional support letters through the ENL teacher and guidance counselors in the parents' preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
AP ENL Stenson and AP Guidance Liebovitz monitor program selection. The trend has been for parents to choose ENL. Of the approximately 10 new ELLs identified by us in the past 5 years, all have chosen ENL. We provide an ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
We offer a free-standing ENL program. Our program meets the New York State mandated number of minutes of instruction for all ELLs in a self-contained program. EN students receive more than 540 minutes of instruction per week. EM students receive more than 360 minutes of instruction per week. TR and EX students receive more than 180 minutes of instruction per week. CM students receive at least 90 minutes per week of continued support. Classes are ungraded. Students are placed in ENL by proficiency level as determined by the NYSESLAT.
 - b. TBE program. *If applicable.*
Not applicable
 - c. DL program. *If applicable.*
Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We offer a free-standing ENL program. Our program meets the New York State mandated number of minutes of instruction for all ELLs in a self-contained program. EN students receive more than 540 minutes of instruction per week. EM students receive more than 360 minutes of instruction per week. TR and EX receive more than 180 minutes of instruction per week. CM students receive at least 90 minutes per week of continued support. Classes are ungraded. Students are placed in ENL by proficiency level as determined by the NYSESLAT.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All students are mainstreamed for all classes other than ENL. Instruction is in English. We currently do not offer TBE or DL, so all instruction is in English for all students. The ENL teacher works with content area teachers to share best practices for working with mainstreamed ELLs in the content area. Glossaries are provided for content-area subjects as are dictionaries and supplemental materials in the native language when available. All teachers receive professional development for working with ELLs. Teachers use whole group, small group and individual instruction with all students including ELLs. Strategies of balanced literacy are used as is differentiated instruction. The AP English/ENL identifies all ELLs to all teachers. The ESL teacher is available to conference with mainstream teachers around strategies to use with particular students and subgroups. DOE approved educational consultants in literacy/ENL and mathematics also work with teachers around issues related to the improvement of instruction for ELLs. As teachers work in departmental Inquiry teams to align curricula with the Common Core, and develop units, and assessment tasks they modify materials to help ELLs meet the demands of the Common Core.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Translation services are used upon enrollment of new students. The Principal, administrators, guidance department, data specialist and testing coordinator all work together to insure that ELLs are evaluated appropriately throughout the year. Our SBST arranges translation services for IEP conferences for ELLs with disabilities on an as needed basis.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL teacher works with the departmental AP to insure that she measures all four modalities via formal and informal ongoing classroom assessment. Assessments include, but are not limited to, teacher made, commercially produced, practice NYSESLAT like exams and practice Regents-like exams. The ESL teacher participates in Inquiry team with mainstream English teachers to modify CCLS units and tasks to include work and assessments targeting all four modalities. In addition, ELL status for all students is shared with all pedagogues across the content areas and they are encouraged to assess all four modalities in line with applicable state, local and Common Core standards.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. We identify all SIFE to teachers who work with them, offer PD around their special needs and offer counseling, AIS, and tutoring as needed. All teachers differentiate instruction for SIFE, using methods such as Ramp Up, Q-Tel, Content Enhancement and reading and writing workshop.

b. Newcomers are programmed based on NYSESLAT or NYSITELL scores. They receive counseling, AIS and tutoring as needed. Teachers in all content areas and ENL provide differentiation, as above, for SIFE. They are tested yearly using the NYSESLAT. They are tested regularly using periodic assessments and GMRT. Junior ELLs take the ELA Regents.

c. ELLs receiving service from 4-6 years are programmed based on their NYSESLAT scores. In addition to receiving differentiated instruction as above, the ENL teacher and content area teachers utilize NYSESLAT data and GMRT data to differentiate activities for these students. Scores are used to pinpoint strengths and weaknesses and tailor instruction to them. Other data such as Regents scores, teacher data and periodic assessment data are utilized to aid in planning for instruction. They receive AIS and tutoring on an as needed basis.

d. Long-term ELLs receive tutoring, counseling and AIS as needed. They may be assigned a separate guidance counselor to work with them.

e. Former ELLs are mainstreamed in all classes and are identified as former ELLs to all staff so continued support may be offered in the content areas. When planning for Regents-testing all former ELLs are identified and the testing coordinator makes sure that those eligible are tested in a separate location and given extended time as per state mandates. Former ELLs for up to two years receive 90 minutes per week of additional support per week through our tutoring program before and after the regular school day.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12

Chart (months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Appropriate APS, Guidance Staff, pedagogues, parents and the student in question will meet to devise a customized plan to address the individual needs of any reidentified student. Relevant staff will use all available data including transcripts, credit accumulation, Regents scores and student work to evaluate academic progress and recommend strategies and steps to take to address any deficits discovered.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All students are individually programmed depending on their unique educational, social and emotional needs. ELLS-SWDs have access to our CTT classes, which are available in all major subjects. They have access to SETSS, supportive services, and college counseling with our CBO. All teachers--mainstream and special education--receive training in differentiating instruction and adapting and delivering content to insure that every student has complete access to the full curriculum. All teachers work in Inquiry Teams to look at student work to identify student needs and to adapt materials to improve skills. In all content areas, at all grade levels, modified materials are available. Teachers use a variety of best practices and strategies to address the needs of these students. These include, but are not limited to, Content Enhancement, reading and writing workshops, ILit, UBD, Socratic Seminar, strategic grouping, Q-Tel, and individual, small group and whole class instruction.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All students are placed in the least restrictive environments as per federal, state and local mandates. Flexibility in scheduling allows us to offer weekly tutoring, ninth grade advisory, myriad CTT classes, and SETSS. Students also are eligible for after-school credit recovery to make up classes they did not pass. Teachers are given ongoing training in modifying curricula and materials to make them accessible.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL (Chart Minimum)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

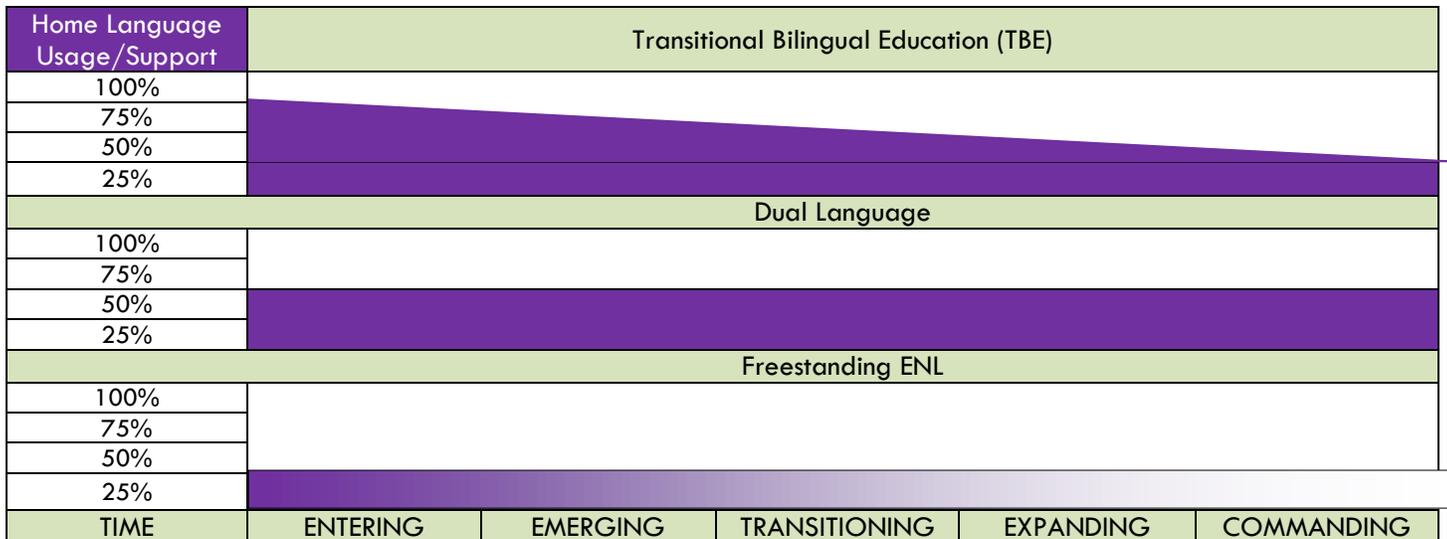


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All ELL sub groups are targeted for intervention and are served by weekly tutoring as follows:
- English and Spanish on Mondays from 7:39 to 9:05 am and 2:28 pm to 3:54 pm
Math and Arts on Tuesdays from 7:39 am to 9:05 am and 2:28 pm to 3:54 pm
Science on Wednesdays from 7:39 am to 9:05 am and 2:28 pm to 3:54 pm
Social Studies on Thursdays from 7:39 am to 9:05 am and 2:28 pm to 3:54 pm
All subjects on Fridays from 7:39 am to 9:05 am and 2:28 pm to 3:54 pm.
- In addition, we offer Saturday tutoring for six weeks every winter and six weeks every spring to prepare students for Regents exams. We use Title III funds to offer additional targeted ELA instruction for SIFE and long-term ELLs
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effective in that most of our ELLs graduate in four years and the remainder within six. Though some struggle with Regents exams, they all eventually pass all required exams. Virtually all go on to higher education and training.
12. What new programs or improvements will be considered for the upcoming school year?
- We will evaluate new programs such as iLit and Read 3000 to see if they are appropriate to enhance instruction for SIFE and long-term ELLs
13. What programs/services for ELLs will be discontinued and why?
- None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs can and do participate in all school programs without exception. We are a comprehensive high school that offers two specialized programs as part of the curricula: Science Research and Medical Assisting. ELLs and Former ELLs are represented in both programs. They are apprised of the programs via the high school selection process before they come to us; articulation visits from our APG when they are in 8th grade; through school assemblies, letters home, guidance sessions and classroom visits by science department AP Donna Lopiccio. We offer an after school program that includes clubs (eg. Yearbook, Newspaper, Chess) and athletics. ELLs and former ELLs are recruited for all via announcements, postings on bulletin boards, and backpacked letters home. We use Title III services to provide supplemental tutoring for ELLs. The goal is to prepare students for NYSESLAT and Regents. The rationale for using tutoring is because it allows the teacher to offer on-on-one differentiated preparation for exams. This is conducted by a licensed ENL teacher and includes approximately 90 hours per year. In addition, we use Title III funding to conduct meetings for parents of ELLs. These meetings focus on topics of interest to parents of high schoolers and include college planning and preparing for Regents and NYSESLAT. They are conducted by the ESL teacher Barbara Brasel and members of the guidance staff. The goal is to keep parents informed of the many opportunities for their children, to make them feel a part of the HPHS family and to communicate important information. The rationale for having special parent meetings is that we can better tailor the content to the needs of ELL parents.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- ELLs have access to the same materials as mainstream students, including technology. There are three media/computer labs on the premises, a library equipped with Macs, classrooms equipped with smartboards and ipad and laptop carts; all are at the disposal of ELLs. For all content areas, dictionaries, glossaries and translated material when available can be provided.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Dictionaries and glossaries in the native language are made available in the ENL and content areas as needed. We have glossaries for physics, chemistry, biology, global studies and US history. Dictionaries are available in Bengali, Urdu, French, Spanish, etc. (We do not have a TBE or DL program)
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All materials and services are selected by teachers, guidance counselors and administrators with deep consideration to individual students and groups of students age and grade levels. We select and use curricular materials with a full understanding of the state and local standards and CCLS for each grade level. At PD and department conferences we reiterate the need for making sure that materials are developmentally and academically appropriate and scaffolded to meet students at their level and aid them in reaching higher achievement levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

All new students attend a June orientation before beginning in September.

We currently offer no pre-year programs to any students, ELL or mainstream. However, if the budget permits, we will offer a summer bridge program for ELLs and mainstream students during the summer of 2016. Activities will include assessments, guidance sessions and introductions to HS English and Math along with programs to allow students to get to know each other socially.

19. What language electives are offered to ELLs?

Spanish 1-6 and Advanced Placement Spanish.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. Professional development for all personnel who work with ELLs is infused into our regular, ongoing professional development program. On Chancellor's Conference Days and designated PD days as well as during faculty meetings, the following personnel receive PD: Subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinators. Workshop topics include, but are not limited to, literacy, using Inquiry to target subgroups, differentiating instruction for all learners and CTT. It is delivered during department and faculty conferences as well as on conference days. Department APs work with particular teachers and groups around ELL PD issues. Shane Purse Associates consultants offer PD geared towards those working with ELLs. Teachers are encouraged to attend ELL PD offered by our CFN and OELL.

4. We meet the required hours of ELL training for all staff via PD conducted at department and faculty conferences and during chancellor's conference days. Sessions include best practices in literacy and mathematics for ELLs, teaching academic language, aligning CCLS with the curricula and making it accessible for ELLs. Records are kept of all PD within departments and centrally by the APO.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers of ELLs receive training to support ELLs as we implement Common Core. PD is offered throughout the year during department meetings, chancellor's conference days, through our educational consultants who work with groups of teachers and individual teachers. Our ENL teacher is encouraged to attend PD offered by our Superintendancy and OELL.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All incoming ninth grade ELLs receive tutoring in every subject after school. They all have a bilingual Spanish-English guidance counselor, Eva Areces. ELLs with disabilities also have a dedicated counselor. Teachers of ELLs meet three times monthly with guidance counselors to discuss issues relating to students and to devise ways of aiding students both academically and socially.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

We meet the required hours of ELL training for all staff via PD conducted at department and faculty conferences and during chancellor's conference days. Sessions include best practices in literacy and mathematics for ELLs, teaching academic language, aligning CCLS with the curricula and making it accessible for ELLs. Records are kept of all PD within departments and centrally by the APO.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

For the 44 ELLs who are also SWD, the dedicated guidance counselor, Jennifer Rabinowitz and the IEP team meet with the parents at least once per year. The ENL teacher Barbara Brasel meets with every parent once per year to review the students' progress and language needs. When a parent cannot come to school for a face to face meeting, the meetings are conducted on the phone.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

All meetings involving a guidance counselor are logged in ATS; pedagogues keep records that are submitted to the principal; these include communications made in person, via e-mail and via telephone. Communications made using Skedula are stored electronically as are communications using DOE e-mail. ENL teacher Barbara Brasel keeps a log of all meetings. She works with guidance personnel and AP Stenson to secure translation services when necessary. Her records are ultimately kept in both the guidance and ENL offices.

Outreach is made via letter, phone and e-mail. We also use the school website to communicate with parents, more generally.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

1. We have an active PTA and SLT. ELL parents can and do participate. Our parent coordinator maintains contact with parents, including parents of ELLs. We offer special meetings and orientations for ELL parents on a regular basis throughout the year. In addition, Title III supported special sessions for parents of ELLs have been held. ELL parents are invited to attend the yearly parent retreat held at the school This year it is October 3, a Saturday. At the retreat, parents network with other parents, the principal and APG and explore topics of interest to all parents of teens including cyber-bullying, parent-child communication and creating a home-school partnership. Translation services are offered.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our community partners, including CDI and the Pace Liberty partnership work with all parents including parents of ELLs to insure that students have access to enhanced academic, college and career services.

5. How do you evaluate the needs of the parents?

We utilize school survey results, communications made to the parent coordinator and feedback provided by parents at our PTA meetings and other events. We use translations of documents provided by DOE and OELL. We use teachers as translators; we have per-session positions available for teachers to provide both oral and written translation.

6. How do your parental involvement activities address the needs of the parents?

We target our events towards the specific needs of parents of high school age youngsters. We feature workshops on how to help students transition to high school, understand testing and college admissions among other topics.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M420** School Name: **Health Professions & Human Services**
Superintendent: **M. Bradbury**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We determine the primary language spoken by each parent through a variety of methods. Any student who is new to the system completes a Home Language Identification Survey indicating which language they prefer. We also look at information ATS provides. We ask that students indicate a language preference on their emergency blue cards, which are collected from every student every year. In addition, information is also gathered from our parent coordinator and guidance counselors at orientation sessions, parent/teacher conferences, guidance meetings, and other interactions with students and parents.

We will conduct a language survey using the school's website with the languages that parents speak, by class and grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

According to the ATS report RHLA, we have identified 1,011 students whose home language is not English. Of those students, sixty percent speak Spanish at home. As a result, all school-wide mailings and letters backpacked home are translated into Spanish. With 134 students, the next largest home language spoken is Bengali. Twenty-seven (27) students speak Chinese at home, our next largest language. Our communication system, Skedula, also gives parents the option to pick their language

preference for both written and oral communication. School messages are sent out in both English and Spanish using DOE translation services and Google translation services.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Translation of monthly PTA meeting flyers is provided in Spanish. In addition, all major communications mailed home (promotional requirements, parent newsletters, letters informing parents of major changes in school policy, etc.) are translated in Spanish.

November 23-November 30, our Language Access Coordinator will submit the Parent-Student Handbook to the Translation and Interpretation Unit to get it translated into Spanish.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Currently, interpretation is provided in Spanish. This service is provided at every PTA meeting and formal face-to-face meetings by staff. Guidance Counselors who are fluent in Spanish provide translation and interpretation services which involve confidential matters. Telephone communication of major importance is done via our automated phone system and translated into Spanish each time.

List of Face to Face Meetings:

-Parent Retreat: October 3, 2015

-Monthly PTA Meetings 2015-2016: October 14; November 4; December 16; January 13; February 10; March 9; April 13; May 11; June 8

-Parent-Teacher Conferences: November 19 and 20, 2015; March 10 and 11, 2016

-IEP Meetings: Ongoing

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

HLIS (Home Language Identification Survey), ATS reports and Student Emergency Contact cards give us the indication of the language preference. Translation services are provided by the Translation & Interpretation Unit and school staff.

The school's website automatically translates all important announcements, such as school holidays, parent-teacher conferences and other important notices or events, into the preferred language of the parent.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

HLIS, ATS reports and Student Emergency Contact card give us the indication of the language preference. Translation services are provided by the Translation & Interpretation Unit and school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Based on our needs assessment findings, we have determined that translation and interpretation services are needed for the Spanish language. Our website is currently translated into 27 languages. All email communications to these families are also automatically translated based on their indicated home language. Oral interpretation services are also provided at Parent Teacher Conferences, Orientations, and Open Houses. These findings are shared with our school community at department and faculty conferences. Parents are also informed of this at SLT and PTA meetings.

Our Language Access Coordinator will schedule a meeting with the guidance counselors to further discuss translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Upon entrance to our school, parents of students whose home language indicated is other than English shall receive notification of the language assistance services and their rights regarding translation and interpretation services in their respective home language. A notice, in the covered languages, will be posted in the main lobby directing parents to the parent coordinator's office where information regarding language assistance services will be available. All DOE communications will be made available in the student's home language. Whenever possible, all PTA meeting notices, communications mailed home and sent home with students will be made available in the three languages most represented in our school – English, Spanish and Bengali.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school gathers feedback from parents on the quality and availability of services using parent survey and monthly PTA meetings.